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ABSTRACT

The field tested first grade instructional unit is geared to the occupations and duties of meat cutter, shelf stocker, and cashier and is useful in the social studies, art, and mathematics areas. The unit takes approximately 10 hours teaching time, and involves whole class, small group, and individual work. A list of required materials is included. Suggestions for the teacher include recommended and alternate performance objectives, learning activities, and methods for student evaluation. A list of suggested films and filmstrips and teacher and student worksheets and evaluation sheets are appended. (BP)

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GROCERY STORE OCCUPATIONS

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FIRST GRADE

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CE 004 714

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when during their teaching year it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by field test teachers:

1. Providing more individual and small group activities.

2. Spending more time on defining and spelling of grocery terms coupled with Spanish translations of the terms.

3. Using a cash register to enhance the math portion of the unit.

GROCERY STORE OCCUPATIONS

GRADE LEVEL: 1st Grade

DESCRIPTION OF UNIT:

This unit describes the occupations of meat cutter, shelf stocker, and cashier as they are performed in a grocery store. The basic purpose of this unit is to make students more aware of the various occupations in the grocery store and some of the duties each involves. This unit is aimed at first grade level students and is useful in the Social Studies, Art, and Math areas.

Basic concepts included in this unit are:

1. A meat cutter has to know different types of meat.

2. A shelf stocker must be able to place objects in separate areas of the store.

3. A cashier works with the cash register and makes change.

GOAL STATEMENT:

1.0 The student will become aware of various basic facets of three occupations avilable in the retail food service industry.

APPROXIMATE TEACHING TIME: 10 hours

SUGGESTED GROUPINGS: Entire class, small groups, individual work.

MATERIALS NEEDED:

1. Things to set up a store:

   a. Cash register
   b. Play money
   c. Cans, food cartons, etc.
   d. Farm animal pictures

2. Charts:

   a. Meat cutter's charts have pictures for example, of a side of beef with labels of what area is what cut of meat.

b. Cash register - maybe from a cash register manufacturer.

3. Pictures of grocery stores.

4. Old magazines to cut out needed pictures.

5. Scissors, paste, paper, etc.

MEAT CUTTER

PERFORMANCE OBJECTIVE:

1.1 Given pictures of the materials handled by a meat cutter, (cows, turkeys, chickens, hogs, fish, sheep) the student will be able to classify them into the five basic groups, (beef, poultry, fish, pork, or mutton) with 80% accuracy.

SPECIAL NOTE:

Because of the slight possibility that some sheltered students might find the activities dealing with different "sources" of meat upsetting an alternate set of activities dealing with "produce manager" has been provided for teacher convenience. It is highly unlikely that these activities will need to be used but if it should prove necessary the alternate activities may simply be substituted for the recommended activities under Performance Objective 1.1. The instructor should use their own best judgement based on their knowledge of the students to decide whether to use the "recommended" or the "alternate" activities.

If the alternate activities are used the Alternate Objective 1.1 will read:

Alternate Performance Objective 1.1. Given pictures of the materials handled by a "produce manager" and a set of distractors the student will be able to designate the materials handled by the "produce manager" with 80% accuracy.

ACTIVITIES:

1.1.1 The teacher will lead a discussion on the responsibilities of a meat cutter, ie., the different types of meat, what type of animal they come from etc.

ALTERNATE ACTIVITY 1.1.1 (as per note) The teacher will lead a discussion on the responsibilities of a produce manager, ie., the different types of produce and where each type comes from. (tree, vine, root, etc.)

1.1.2 The learners should cut out assorted pictures of animals from magazines and newspapers and paste (classify) them onto pages titled, beef, pork, fish and so on. The emphasis in this activity should be

placed on helping the learners to correctly classify the various types of pictures they find into the correct categories. Teacher assistance is strongly recommended.

ALTERNATE ACTIVITY 1.1.2 (as per note) The learners will cut out various pictures of different types of produce from old magazines, and paste them onto pages titled: vegetables, fruits, grains etc.

1.1.3 Using the pictures collected above the teacher should assist students in relating the various terms such as beef with the various types of animals, such as cow. This should be done while the learners are collecting the pictures and in a class discussion in which the pupils participate after all pictures are collected and pasted.

ALTERNATE ACTIVITY 1.1.3 (as per note) Using the pictures the teacher will help the learners to relate the general terms such as fruits with the specifics, such as apple or orange and so on and make clear to them the differences between those materials handled by a produce manager and those not.

1.1.4 The learners will draw pictures of cows, chickens, pigs fish, etc.

ALTERNATE ACTIVITY 1.1.4 (as per note) The learners will draw pictures of various types of produce handled by the produce manager.

1.1.5 The learner will make a scrap book of the drawings.

1.1.6 The teacher should select an appropriate piece of media that is locally available (see Recommended Media List) and show it to the pupils. If none of the media listed is available the teacher should feel free to show a reasonable locally available alternate.

EVALUATION:

1.1.1.1 Give out dittoed papers containing animal pictures. The learner will be told to draw a circle around the animal requested. For example: "Circle the animal that gives us beef". (See sample test in back of unit.)

ALTERNATE EVALUATION 1.1.1.1 Alternate evaluation 1.1.1.1 in the appendix should be administered.

PERFORMANCE OBJECTIVE:

1.2 When directed the student will pretend that he is a shelf stocker and will stock simulated shelves, with simulated items with 80% accuracy.

ACTIVITIES:

1.2.1 To introduce this activity the teacher should select an available piece of media that shows a "shelf stocker" at work and present it to the class. A variety of suggested media is listed in the appendix but if none of this is available locally the teacher may choose an alternate piece of media that is.

1.2.2 The teacher will discuss, with the learners, what a shelf stocker does. Included in the discussion should be:

1. The stocker needs to classify items on the shelf. (Breads, rolls, cakes, etc. on Bakery Goods Shelf)

2. The stocker helps to clean, dust, items on the shelves and sweeps the floors, etc.

3. The stocker marks the prices on the items in the store.

4. The stocker keeps the shelves stocked with the needed items.

1.2.3 The learners will cut out pictures from magazines of food and other items found in a grocery store and paste them into charts. Each chart has one area of the grocery store labeled on it. For example: "Produce", Canned Food", etc.

1.2.4 The teacher should begin preparing for this activity a week or two in advance by having the students bring empty food, produce, and meat containers from home. A section of shelves somewhere in the room should also be designated "The Grocery Store" and different shelf areas labeled with the same titles listed on Work Sheet 1.2.1.1. After enough food containers have been collected the teacher should lead the group in one or more simulation activities during which all students are given an opportunity to role play a shelf stocker using the model grocery store "set up" as a stage.

Students should be given an opportunity to "stock" a variety of items and the teacher should work with them closely to help them learn the meanings of the various labels. An excellent correlated reading activity could involve an indepth exploration of the various

labels and the reading skills used to decode them in the reading groups or a center on reading labels if this technique adopts itself better to classroom organization. The utility of learning to read labels should be apparent to all students thus serving as a motivator for the activity.

After this activity is completed the "store" and the "groceries" should be saved as they will be used in later activities.

EVALUATION:

1.2.1.1 This evaluation will use the simulated "store" and the simulated "groceries" collected in Activity 1.2.4. The evaluation will of necessity be run individually for each student and for this reason the teacher might wish to impose a time limit on the amount of time each student can take. To conduct this evaluation the teacher should follow the following steps:

1. Select serveral sets of ten items from the store. Each set should contain some items from each labeled section of the store. The teacher should also make sure that some items are left on the shelves in each section.

2. Each student is individually given one of these sets of items and instructed to pretend to be a "stocker" and place the items on the correct shelf in the store.

3. Each student individually "stocks" his or her set of items onto the shelves.

4. The teacher examines the placement of the items, determines the number placed correctly, records this number, and then informs the student of the correctness and incorrectness of the placement. In order to achieve the stated objective each student should be able to place 8 of the 10 items correctly (80%). The teacher should record all data on Work Sheet 1.2.1.1 b, which is provided for this purpose.

NOTE: To make this activity more "fun" and to speed the process, this could be turned into an individual competitive activity in which each student competes against the clock. To set up this situation in a competitive manner the teacher need only offer some form of prize for the student making the most correct choices in the shortest amount of time. The teacher then needs to time each student and count the number of correct responses. Work Sheet 1.2.1.1 b has made provisions for this type of activity if the teacher wishes to run it in this fashion. It is estimated that the <u>average</u> time taken on this activity will not exceed 2 minutes per student.

PERFORMANCE OBJECTIVE:

1.3 While playing store, a student, acting as a cashier, will ring up prices of four items on a cash register. (Play or real) Given real or play money, a student will be able to pay the correct amount as rung with 75% accuracy.

ACTIVITIES:

1.3.1 The teacher should select and present to the class an appropriate piece of media showing a cashier in action. Several appropriate titles are listed in the appendix but if none of these are available a locally available piece of media on the same subject may be selected.

1.3.2 The teacher will discuss with the class the duties of a cashier. Included in the discussions should be:

1. The cashier works the cash register.
2. The cashier knows the prices of the items by reading the price marked on the item.
3. The cashier totals up the price of all the items together. (Explain how the cash register helps her do this.)
4. The cashier takes the customer's money and gives back the correct change.

1.3.3 Before beginning this or the following activities, the teacher and/or the students should complete the following tasks:

1. All items in the simulated store developed in the previous activity should be marked plainly with a simulated "price". It is suggested that this simulated price utilize numbers that the students in your particular class can handle easily. In some cases this may require that no number larger than 10 be used. For example, items are marked 1¢, 2¢, 3¢, 4¢, 5¢, 6¢, 7¢, 8¢, 9¢, 10¢; $1.00, $2.00, $3.00, $4.00, $5.00, $6.00, $7.00, $8.00, $9.00, $10.00. In most cases, however, the teacher will be the best judge of what values are to be used.
2. Simulated money (paper or metal) should be obtained.
3. A cash register (real, play or the chart provided) should be set up at the entrance to the "grocery store" area.

After the above tasks are completed, the teacher should explain the uses of the cash register to the students, using actual items from the store as examples. The teacher should also review the values of money types with the students and go over the correct procedures for ringing up sales and paying for items purchased.

1.3.4 With the help of the teacher each learner should now get an opportunity to learn and practice the use of the cash register and the process of paying for items purchased. This should be done by having various groups of students role play cashiers and customers in the store setting. Each student should be given the opportunity to take both roles. Special emphasis should be placed on ringing items correctly, reading the total correctly, and paying the correct amount.

1.3.5 The teacher will explain to the learners the relationship of making change and subtraction, how to make change, and how to count and check change.

1.3.6 Each learner should be given the opportunity to role play the cashier and the customer. During this activity some time should be spent making and checking change to expose the students to the concepts involved but major emphasis should be placed on ringing up even (no change) sales correctly and on paying the correct amount in even (no change) sales. Teacher should give individual practice and attention in these regards where it seems necessary.

EVALUATION:

1.3.1.1 Each learner is asked to select four items of his choice from the store and bring them to the cashier (teacher for this activity). The cashier then rings the items and verbally tells the learner the amount he must pay for the items. In order to meet the Objective 75% of the students should then be able to count out the correct amount (exact change) from their supply of money and pay the cashier. If the teacher wishes each learner may be given more than one opportunity to perform this activity (recommended) in which case each student should be able to perform correctly at least 75% of the time.

ENRICHMENT ACTIVITIES:

A. Visit a grocery store and talk with the cashier, meat cutter, and shelf stocker.

B. Have people from the store visit the class.

APPENDIX

SUGGESTED MEDIA

1. Community Helpers, Poster Sets (5), Gel Sten.
2. How Things Are Made, Filmstrips, Eye Gate.
3. Where Does It Come From?, Filmstrips, Eye Gate.
4. Community Helpers, Study Prints, SVE-Singer.
5. People I Know, Study Prints, G.W. School Supply
6. Our Neighborhood Workers, Filmstrips, Eye Gate.
7. A City and Its People, 16 mm film.
8. Food for the City: Wheat and Flour, 16 mm film.
9. Food for the City: Produce, 16 mm film.
10. Let's Visit a Shopping Center, 16 mm film.
11. People Who Work In Stores, 16 mm film.
12. The Butcher, filmstrip, Eye Gate.

THIS PAGE HAS _____ PICTURES ON IT.

1.	2.	3.	4.	5.

6.	7.	8.	9.	10.

11.	12.	13.	14.	15.

EVALUATION 1.1.1.1 Teacher's Worksheet

1. Teacher will say: "Draw a circle around the animal that gives us beef." Key: Cow

2. Teacher will say: "Draw a circle around the animal that gives us pork." Key: Pig

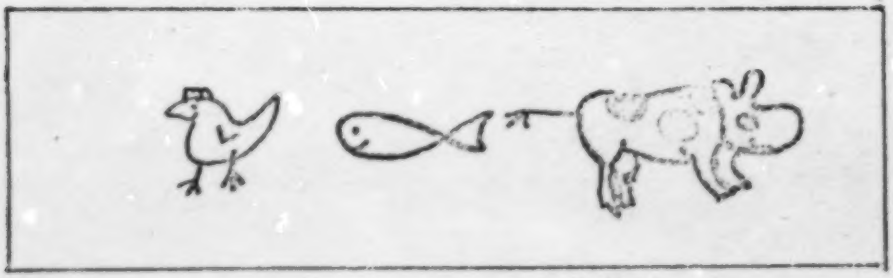
3. Teacher will say: "Draw a circle around the animal that gives us mutton." Key: Sheep

4. Teacher will say: "Draw a circle around the animal that gives us poultry." Key: Chicken

5. Teacher will say: "Draw a circle around the animal that gives us fish." Key: Fish

EVALUATION 1.1.1.1 Student worksheet

(1)



(2)

(3)

(4)

(5)

ALTERNATE EVALUATION 1.1.1.1

TEACHER DIRECTIONS:

Reproduce ALTERNATE EVALUATION 1.1.1.1.

Teacher may clarify identity of items orally. Directions may be given orally. Each correct mark or non-mark counts one (1) point. Students must get 8 or more points to achieve the Objective.

KEY:

1. Apples

3. Potatoes

5. Grapes

7. Lettuce

8. Pineapples

Only the above items should be marked with an "X"

ALTERNATE EVALUATION 1.1.1.1 Student work sheet

DIRECTIONS: Put an "X" next to the things a produce manager handles.

1. _____

APPLES

6. _____

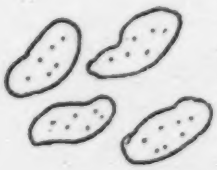
SOUP

2. _____

TOILET PAPER

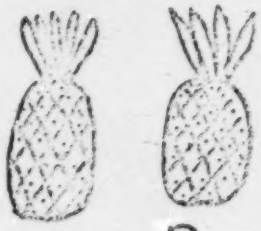
7. _____

LETTUCE



3. _____

POTATOES

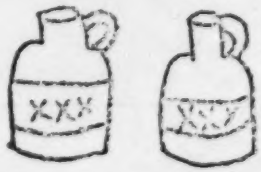


8. _____

PINEAPPLES

4. _____

BACON



9. _____

BLEACH

5. _____

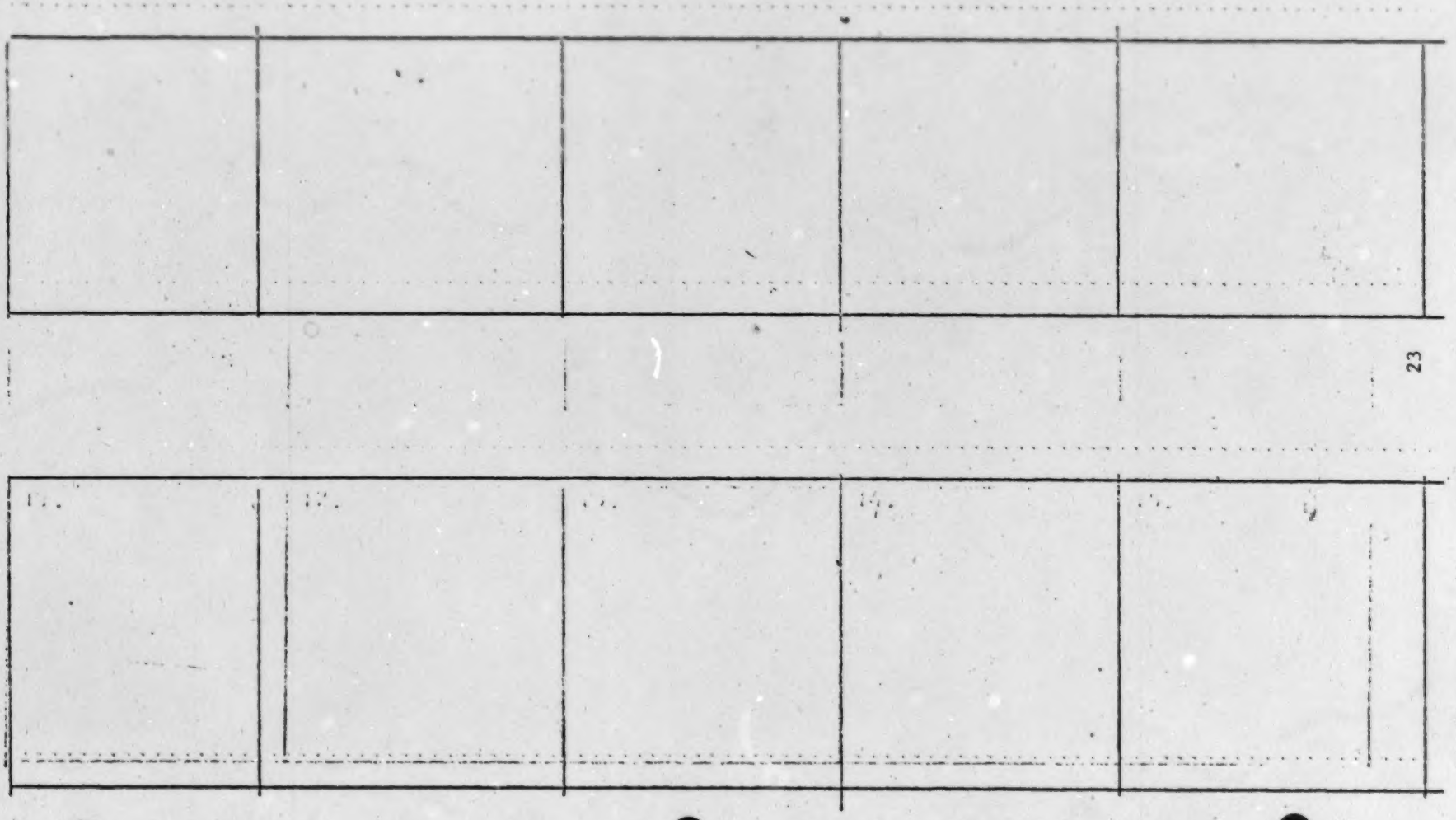
GRAPES

10. _____

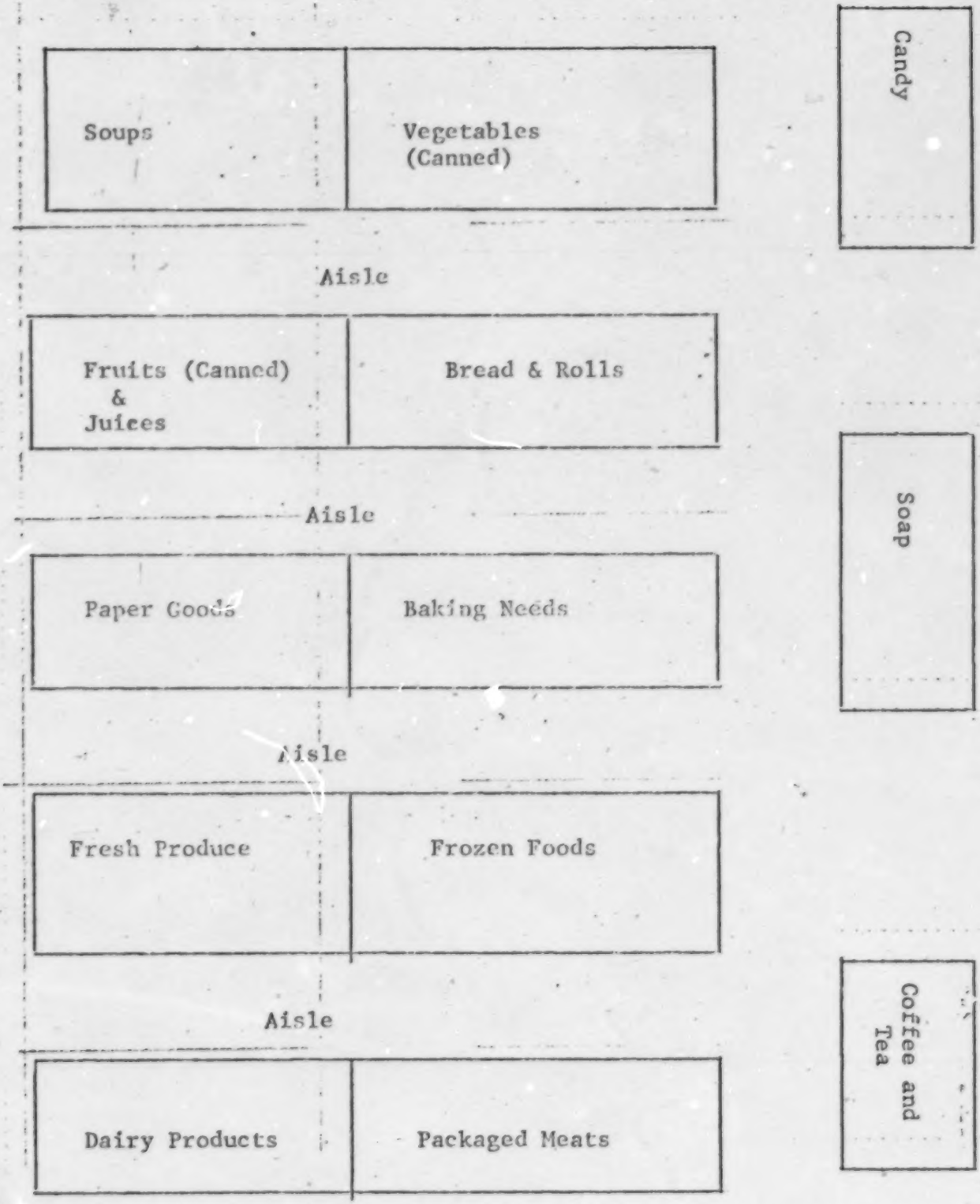
BREAD

What would a stocker put in this section? This is the _____ section.

020



GROCERY STORE CHART



EVALUATION 1.2.1.1 Work Sheet 1.2.1.1b

NUMBER	STUDENT NAME	NO. OF CORRECT CHOICES	%	TIME IN SECONDS	ATTAINED OBJECTIVE YES/NO
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
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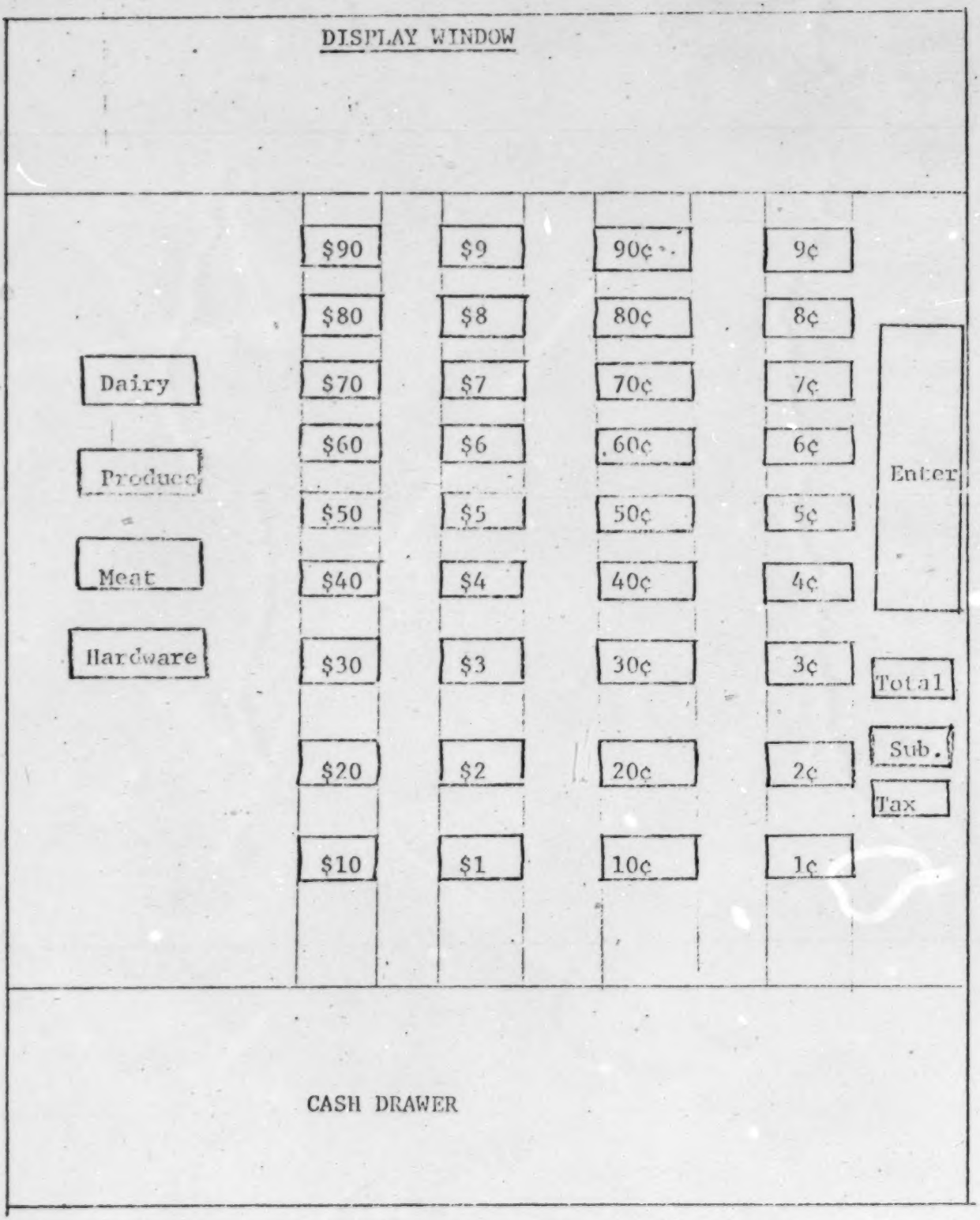
45.					

CASH REGISTER DIAGRAM



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